Among the Hidden
Notes About This Literature Guide

1. The Aladdin Paperbacks, Simon & Schuster, March 2000 edition of Among the Hidden, ISBN 0-689-82475-0 was used in the creation of this Literature Guide, however, activities are not text-specific, and this Guide can be used with any version of Among the Hidden.

2. You will want to decide which activities you will use with your classes if you do not wish to use all of them. Some are higher level than others, which gives you the option of presenting those higher level activities to classes that can handle more intensive options, while allowing those who need a little more teacher assistance to work on exercises that fit their needs.

3. Download a poster to display in your classroom while you read Among the Hidden. It is available at http://www.library.ohio.gov/Marketing/MediaCenter/READposter#Haddix. The poster is rather slow to load, but will print out well at that higher resolution.

4. You may wish to view or show a video interview of Margaret Peterson Haddix. It is available at http://www.abookandahug.com/books-alive. Alternatively, if you have students who are (or become) great fans of Haddix, you could recommend the site to them.

5. Pre-Reading Activities are available on pages 8-17. Journal Topics, located on page 7, can be used at your discretion or as pre-reading topics as you are preparing to begin reading the novel.

6. Post-Reading Extension Activities and Alternative Assessment can be found on pages 108-109. Often, a final exam and one or two choices from these pages make a well-rounded final assessment.

7. Essay/Writing Activities can be found on pages 110-111. For this Guide, essay and writing ideas are two different types of writing assignments. For the essay ideas, students should answer the questions in a succinct, comprehensive, minimum five-paragraph essay. Below the essay ideas are writing activities that do not necessarily follow the “essay” format. For the writing ideas, follow the directions as given on page 110.

8. You may want to have some of Margaret Peterson Haddix’s other novels, Running Out of Time, Found, Sent, Double Indemnity, and/or the second and following books in the Shadow Child series on display in the classroom.

9. You may want students to keep reading notes, Comprehension and Analysis questions, Literature, Language, and Writing Focus activities, and assessments in a small three-ring binder or a folder with brads. This will make it easier for students to study for the Final Exam and for you to assess student performance both during and after the novel study.
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Journal Topics

1. Discuss or journal the concept of having dreams and goals for the future. Are dreams and goals important? What happens when those dreams are never fulfilled? What if other people make fun of or doubt those dreams? Is it more important to look at reality or to have dreams? Can you do both?

2. Discuss or journal the concept of loneliness. Write or tell the difference between loneliness and being alone. Relate a time or situation in which you felt particularly alone or lonely and how you might have remedied the situation or how you actually did solve the problem. Include a photograph or drawing to illustrate your writing.

3. Discuss or journal the quote: “Liberty, too, must be limited in order to be possessed,” by Edmund Burke (1729-1779). What do you think would happen if everyone were free to do whatever he or she pleased? Should liberty be limited? How far should the government go to protect our lives? Or do you think the government should not be involved in our freedom to choose the life we want to live?

4. Discuss or journal the concept of happiness. Is there really such thing as true happiness? How would you define it? Explain.

5. Discuss or journal a time when you wanted something so badly you would do almost anything to get it. What was the situation? What was the result? Describe how it felt to get/not get what you wanted.

6. Discuss or journal the saying “to thine own self be true.” What does the quote mean? Where have you heard the saying? In what situation might you find yourself having to be true to yourself? When have you ever had to decide to be true to yourself in a tough situation?

7. Discuss or journal the characteristics of a good leader. Then discuss the characteristics of a bad leader. Are leaders born or made? List the attributes of your ideal “leader,” how he/she would act, reason, negotiate, follow, etc. Can leadership be used for evil deeds? Discuss.

8. Most people feel that honesty is the best policy. Is it ever really okay to lie? If so, when, and under what circumstances? Explain your answers using specific examples or situations.

9. Sometimes the course of our lives can be changed in an instant. Whether it is a change for the positive or negative, it can sometimes bring surprising results. Discuss or journal a time when major change was introduced into your life, paying special attention to the astounding effect this change had on you.

10. Discuss or journal the concept of courage and/or what makes someone a hero.

11. Discuss or journal what it would be like to live in a society that allows each family to have only two children. What kind of effect would it have on you, personally? How do you think it would affect your parents, siblings, or other family members?

12. If you were given a chance to interview a shadow child about his/her life, what kinds of questions would you like to ask? What would you like to know about his/her everyday life and things like doing laundry, keeping busy, whether or not they were really lonely, would they rather not live, and would they want to go live with another family? Discuss/journal the questions you would ask and the answers you might expect to hear from them.

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Pre-Reading Ideas and Activities

1. Find out about your heritage by creating a Family Tree poster. Ask your parents and grandparents to help you, if possible. Be sure that all offspring are shown in order with the older ones listed first by generation. If you are adopted, this may be an opportunity to find out a bit about your birth parents’ backgrounds. If that is not possible, or if you prefer, use the information that is available about your adoptive family. Make your poster colorful and label everything neatly. Your teacher may display the posters in the classroom.

2. Read the biography of Margaret Peterson Haddix and complete Informational Focus: Author Biography on pages 9-10.

3. Complete the Anticipation/Reaction Activity on pages 11-12.

4. Complete Elements of the Novel on page 13 of this Guide.

5. As a class, discuss the Idioms and Expressions on pages 16-17 of this Guide. When possible, act out your interpretation of the idiom or expression. As you come across each of these expressions during the reading, be sure to reiterate its meaning, either through teacher explanation or student explanation.

6. Find out more about Margaret Peterson Haddix. A video about her and her writing is available at http://www.abookandalahug.com/books-alive. Read more about her on the Internet. Create a presentation to give in front of your class early in the reading of Among the Hidden or even before your class begins to read the novel.

7. Read another novel by Margaret Peterson Haddix, choosing one that is not from the Shadow Child series (Among the Imposters, etc.) Share an oral report with your classmates, enticing them to read the novel themselves. When you have finished reading Among the Hidden, compare and contrast the two novels, keeping in mind that both were written by the same author, but may very likely not share much content.

8. Research cultures that limit the number of births allowed to each family. Find out why there are limits, who enforces these limits, when this movement started, and the opinions of the general population regarding these limits. Present your findings in a PowerPoint, Prezi or other visual production.

9. Research societies where citizens do not have freedom of choice, such as Communist China, the former Soviet Union, Communist Cuba, etc. Create a Venn diagram comparing and contrasting the lives of the citizens in the country you studied to the life of a person living in your country.
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Informational Focus: Author Biography—Margaret Peterson Haddix

Margaret Peterson Haddix was born on April 9, 1964, and grew up on a farm in Washington Courthouse, Ohio, in the same small town where her ancestors had lived since the early 1800s. She was one of two girls and two boys born to her father and mother, a farmer and a nurse. In school, Haddix enjoyed English, literature, and history, but really didn’t like schoolwork itself. She hated what she termed “busywork”—all the mundane, meaningless assignments that took time to finish but really didn’t teach her anything. She always knew, however, that she wanted to be a writer. The many adventurous and amusing stories her father told about their ancestors and his friends became her inspiration. She spent much of her free time reading and writing poetry behind closed doors.

Haddix was convinced that the only way she would be able to earn a living and still feed her passion for writing was to become a journalist. She attended Miami University in Ohio, where she majored in journalism and creative writing and still found time to write for the school newspaper. She was able to obtain newspaper internships during her summers off, writing for the Urbana Daily Citizen, the Charlotte Observer, and the Indianapolis News. She received her Bachelor of Arts degree in 1986.

Ms. Haddix remained in Ohio until 1987 when she married Doug Haddix, a newspaper editor. Her first writing job in Indiana was copy editor for the Fort Wayne Journal Gazette. Shortly afterwards, she began working as a full-time newspaper reporter for the Indianapolis News.

When her husband was offered a job in Illinois in 1991, she quit her job at the Indianapolis News to go with him. It troubled her that she had not taken the time to pursue her desire to become a fiction writer, so when they moved to Illinois, rather than continuing in the journalism field, she worked at various part-time jobs, including teaching English at a community college. It was at that time that she was able to begin work on her first novel, Running Out of Time (1995), which was inspired by an article that she had worked on while at the Indianapolis News about a “living history museum.” Her ingenious story about the inhabitants of a historic restoration, who believed they were actually living in the 1840s, was an immediate success. This first novel won her many awards, including the ALA Best Books for Young Adults award.

Since that first novel, she has written many, many others, including Don’t You Dare Read This, Mrs. Dunphrey (1996), the story of an abused teenager, which was inspired by a newspaper article she worked on about neglected and abused children; the Shadow Children series which is comprised of Among the Hidden (1998), Among the Imposters (2001), and five others; and the Missing series, which includes Found (2008), Sent (2009), and two others. She has also written Double Identity (2005), Uprising (2007), Tom (2011), The Always Wars (2011), and many others too numerous to mention. She has received numerous awards throughout her career, including the ALA Best Books for Young Adults award, an International Reading Association Children’s Book Award, and the Quick Pick for Reluctant Young Readers.

Haddix says, “I know I have to write a story when the story keeps me awake at night, teases at the back of my brain all day, just won’t let me go.”

Margaret Peterson Haddix lives in a suburb of Columbus, Ohio with her husband Doug and their two children, Meredith and Connor.
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Informational Focus: Author Biography

Directions: Using the article about Margaret Peterson Haddix, answer the following questions. Be sure to write your answers in complete sentences.

1. Haddix has written over 25 novels. What are some of the things that have inspired her writing, as mentioned in the article? ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. How old was Haddix when her first novel was published? __________________________
   ____________________________________________________________
   ____________________________________________________________

3. How do you think Haddix’s experiences as a journalist contributed to her success as a novelist?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Describe the general qualities of Haddix’s novels, according to the article. Why do you think her novels are popular among young people? __________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. If you were completing a research project on Haddix, what two questions would you want to ask her? __________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Does this article contain primarily facts or opinions? __________________________

7. How is the information in this article arranged: problem/solution, chronological order, cause/effect, or compare/contrast? __________________________
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**Anticipation/Reaction Activity**

*Directions*: Before reading the novel, write “yes” if you agree with the statement, “no” if you disagree with the statement, and “?” if you don’t have a strong opinion about the statement.

After you have finished reading the novel, you will complete the last column, revisiting your responses. Be sure to give this paper to your teacher to save for you so you can come back to the activity after reading the novel and compare your responses.

Yes = I agree  No = I disagree  ? = I don’t know

<table>
<thead>
<tr>
<th><strong>Before Reading</strong></th>
<th><strong>Statement</strong></th>
<th><strong>After Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Having a loving family fulfills our basic human needs.</td>
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</tr>
<tr>
<td>2) All members of a group should be treated equally.</td>
<td></td>
<td></td>
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<tr>
<td>3) It is never all right to cover up the truth.</td>
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<tr>
<td>4) It is unnatural for people to have an attachment to someone they don’t really know well.</td>
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<tr>
<td>5) The purpose of life is to strive for, and eventually reach, our goals and dreams at any cost.</td>
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<tr>
<td>6) If someone shares a secret with you, even if it is about something illegal, it is never all right to tell anyone about it.</td>
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<tr>
<td>7) Running away from your family and home is never acceptable.</td>
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</table>

After completing the “Before Reading” column on your own, get into small groups and record your group members’ names on the back of this sheet. Using the chart below, as a group, tally the number of “yes,” “no” and “?” responses for each question.

<table>
<thead>
<tr>
<th><strong>Statement #</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
<th><strong>I Don’t Know</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>7</td>
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</tr>
</tbody>
</table>

Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates’ arguments. Once you have discussed all of the issues, answer the questions on the next page.

*Your teacher will collect and keep your chart and responses to use again after you have finished reading the novel.*

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Anticipation/Reaction Activity Response
Pre-Reading Individual Reflection

Directions: Use the discussion from the “Before Reading” responses on page 11 to answer the following questions on your own. Write your answers in complete sentences. If you need more room, use the back of your paper or attach another sheet of paper to this worksheet. Number your responses.

1. Which statement made by you or one of your group members triggered the most thought-provoking or interesting discussion?

2. Summarize your group’s discussion or debate. Be sure to mention the main arguments made in the time you spent working together and give details about anything that you found particularly interesting.

3. For any of the statements that you discussed, what were some of the strongest or most memorable points made by your group members?

4. How did you feel when a group member disagreed with the way you feel about an issue? Did you feel angry, unhappy, insulted, foolish, interested in another person’s opinion, relieved, excited, or something else? Justify your feelings. Do you think your feelings were appropriate?

5. Was anyone’s argument strong enough to make you change your mind or want to change any of your initial responses? Why or why not? What, in particular, did the person say that made you feel this way?
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Literature Focus: Elements of the Novel

A novel is a type of literary work that is usually lengthy (generally between 100-500 pages) and uses all of the elements of storytelling: plot, climax, characters, setting, point of view, and theme. Novels usually have several conflicts involving several main characters and more than one setting. As you read Among the Hidden, pay attention to each of the characteristics of a novel and see how well the book fits into the novel format.

Plot – the events that make up a story; (basically, what the story is about)

Climax – (part of the plot) the turning point of the story; emotional high point for the main character

Conflict – the struggle(s) between characters or other opposing forces

Character – the individuals (usually people) involved in the action of the story

Setting – the time and place the action occurs; where and when

Point of View – the perspective from which a story is told (Who is telling the story?)

Theme – the main idea behind a literary work; the message in the story

Directions: For any novel you have already read, complete the organizer below. In the center, fill in the name of the novel. Then fill in the boxes around it with each element as indicated above, using information from the book you have chosen.
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Vocabulary List

Directions: Below is a list of the vocabulary words from the novel. Use a dictionary to look up the definitions for each word. Keep your list for use with vocabulary activities and to study for quizzes and tests. The page number of the word in context is given in parentheses.

Chapters 1-4
1. beckoned (11)
2. beseechingly (20)
3. careened (13)
4. combines (17)
5. harrumphed (2)
6. hulking (10)
7. lofty (3)
8. resolutely (22)
9. savored (1)
10. shrugged (14)
11. skittish (5)

Chapters 5-7
1. belch (24)
2. curt (23)
3. embossed (24)
4. habitation (24)
5. hangdog (27)
6. stupefied (29)

Chapters 8-11
1. apparatus (37)
2. chaos (36)
3. countered (37)
4. guffawed (47)
5. incredulously (46)
6. scoffed (39)
7. taunted (47)
8. teetering (38)
9. tentatively (37)
10. zeal (39)

Chapters 12-15
1. awe (57)
2. bribery (64)
3. competent (62)
4. harboring (61)
5. pristine (57)
6. sanctuary (55)
7. sporadically (51)
8. taboos (60)
9. telepathy (55)
10. theoretically (52)

Chapters 16-18
1. botching (71)
2. bribe (87)
3. clout (80)
4. congealed (73)
5. conscious (80)
6. flippantly (78)
7. incompetent (81)
8. infiltrator (71)
9. priorities (77)
10. sarcastic (85)

Chapters 19-21
1. adjudication (100)
2. annihilation (90)
3. astronomical (95)
4. betray (105)
5. compromise (97)
6. daunting (100)
7. domesticity (102)
8. droughts (92)
9. earnestness (105)
10. famines (91)
11. genocide (93)
12. germination (100)
13. grimace (98)
14. industrialized (89)
15. malnourished (92)
16. notion (95)
17. offended (90)
18. ominous (89)
19. pangs (92)
20. preponderance (100)
21. preserved (102)
22. propaganda (94)
23. render (100)
24. resolutely (90)
25. revelations (92)
26. scam (103)
27. seized (92)
Name ____________________________________________ Period ________________

Chapters 22-25
1. accomplished (108)
2. agonized (116)
3. chivalry (112)
4. coursing (110)
5. deranged (121)
6. fatigue (108)
7. fazed (109)
8. fervently (119)
9. obsessively (120)
10. revolution (109)
11. stalk (116)
12. unwavering (111)

Chapters 26-28
1. accusatory (127)
2. audibly (133)
3. banter (123)
4. bereavement (125)
5. comprehension (135)
6. curtailing (136)
7. cynicism (136)
8. exempt (137)
9. gesturing (125)
10. intently (127)
11. lunged (132)
12. manipulated (136)
13. negotiate (126)
14. plausible (130)
15. propel (132)
16. sabotage (133)
17. stifled (125)
18. totalitarian (135)

Chapters 29-30
1. guerrilla (140)
2. devastated (149)
3. footfalls (141)
4. indifference (141)
5. lackey (145)
6. persona non grata (145)
7. ramshackle (147)
8. reckless (151)
9. sparse (153)
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Idioms and Expressions

Directions: Below is a list of the idioms and unusual expressions from the novel. As you read the novel, refer to this list often for a brief explanation of some of the words and phrases you come upon that may be unfamiliar to you. This should help you understand the story better.

Chapters 1-4
• pursed her lips—puckered her lips in disapproval
• umpteenth—an indefinite number in succession, (thirteenth, fourteenth…umpteenth)
• chiseled faces—faces with clearly-shaped or sharp-looking features
• hog boots—waterproof boots used for slopping hogs, walking in muddy areas, etc.
• sissified—feminine; unmanly; womanlike
• double-cross—to betray or swindle; deceive; cheat
• combines—farming machines used for cutting and threshing grains in the field
• bush hog—a machine for cutting vegetation or clearing land
• gravity wagons—angled hoppers that use gravity to make the unloading process easier
• mudroom—a small area in a house where wet, muddy clothes or shoes are removed.
• You’re a trooper—You’re a strong person—one who can “take it”

Chapters 5-7
• offal—the waste parts of a butchered animal
• reciprocity—an informal exchange of products and labor
• bread and butter—form of income; how people earn the money to pay their bills, etc.
• feeder pigs—young pigs that are weaned, castrated, weigh 40-60 lbs., and are ready to be fattened up for slaughter
• geegaws—gadgets; baubles; extra unnecessary items

Chapters 16-18
• on an awfully short leash—watched closely; kept close-by so as to stay out of trouble

Chapters 19-21
• fertility rate—number of live births per 1000, as compared to a population
• industrialized countries—those countries whose economy is enhanced by industry, such as construction and the manufacture and trade of goods, rather than by farming and hunting
• settled in for the long haul—prepared to take on a job or task to the finish
• hydroponics—growing food or other vegetation indoors through the use of artificial lighting and liquid soil substitute
• rationing—providing people with a fixed allowance of food during a food or water shortage
• Anglo—a white, non-Hispanic American
Name ____________________________________________ Period ________________

- germination—a seed, spore or bulb’s development into a plant
- cultivation—growing plants for their produce
- cease and desist—stop immediately; halt
- domesticity—household activities or chores

Chapters 22-25
- in a tizzy—upset; nervous, excited, or distracted
- hacker—a computer user who attempts to gain access to computers owned by others
- harp at you—complain and gripe at you about anything and everything

Chapters 26-28
- totalitarian—pertaining to a government that exercises dictatorial control over many aspects of life
- totalitarian governments—a government that takes control of the freedoms, will, or thoughts of others
- power complexes—undeserved feeling of power or control over another

Chapters 29-30
- guerrilla—a type of military action using small mobile irregular forces to carry out surprise tactics against hostile regular forces
- my goose probably cooked now—I am probably going to be caught and punished now
- have it in for me—are against me for their own reasons
- persona non grata—person who is not welcome
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Chapters 1-4

Note-Taking and Summarizing

For some students, reading can be a difficult, challenging task. Part of the problem is that many students do not have the tools they need to read for meaning and lose interest because they cannot follow the action, do not understand the meaning, or cannot relate to the events or the characters.

Below is a chart that you will be completing as you read Among the Hidden. It is designed to help you understand the action, conflict, and characters and to eventually appreciate the author’s reasons for writing the book.

**Directions:** For Chapters 1-4, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences! Chapter 1 has been done as an example for you.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>Chapter 3</td>
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<tr>
<td>Chapter 4</td>
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</tbody>
</table>

Now that you have read and taken notes on Chapters 1-4, make a prediction (educated guess) about what you believe will happen next in the novel.

My Prediction: ____________________________________________
Among the Hidden
Chapters 1-4
Comprehension and Analysis
Chapter One
1. As the novel begins, where is Luke and what is he doing? ____________________________
   ______________________________________________________

2. Luke says to himself, “I will never be allowed outside again. Maybe never again as long
   as I live.” What might he be thinking? _____________________________________________
   ______________________________________________________
   ______________________________________________________

3. According to Dad, why did they have to sell the woods? ____________________________
   ______________________________________________________
   ______________________________________________________

4. How old is Luke? Calculate his brothers’ ages. ____________________________
   ______________________________________________________
   ______________________________________________________

5. Trees have been toppled, which has made life much scarier for Luke. Identify Luke’s
   feelings. ______________________________________________________
   ______________________________________________________
   ______________________________________________________

6. Examine why Luke does not have to do chores like his brothers. ____________________________
   ______________________________________________________
   ______________________________________________________

7. What is Mother’s motive for hiding Luke’s plate in the cupboard before it has even been
   washed? ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Chapter Two
1. What does the author mean by, “There was a law against Luke”? ____________________________
   ______________________________________________________
   ______________________________________________________
2. There were things that Luke’s brothers were allowed to do that Luke was not. List some of them, and evaluate why. ____________________________

____________________________

______________________________

3. Although there were advantages to being a first or second child, there were also disadvantages. Explain some of the disadvantages, according to his brothers. _______

____________________________

______________________________

4. Discuss some of the advantages Luke had over his brothers. ________________

____________________________

______________________________

5. Examine how Luke’s mother was able to hide her pregnancy with Luke. __________

____________________________

______________________________

6. What problems might Luke’s mother have experienced if anyone had known she was expecting a baby? ____________________________

____________________________

______________________________

Chapter Three

1. In what ways has Luke’s life already changed? ____________________________

____________________________

______________________________

2. What was the “Population Police” joke Mark had been playing on Luke? Analyze why wasn’t it funny to Luke. ____________________________

____________________________

______________________________
3. Explain how Luke has been feeling lately. Use descriptive words to create a picture of his attitude or outlook and try to explain why he is feeling that way.

4. As Luke looks out the vents of his room, what are some of the things he can see? How does this make Luke feel excited? Why does his excitement so quickly fade?

5. Explain Luke’s fascination with seeing so many different people.

6. Why does Luke find no comfort in his mother saying, “And things could be worse”?

Chapter Four

1. Why did Mother ask Luke to eat at the bottom of the stairs instead of at the table with the family? Create a different solution for the problem.

2. The shades were down inside the house. How did that arouse suspicion in the construction worker outside?

3. Design a breakfast that Luke might have felt better about eating today. Explain the reasoning for your choices.
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Chapters 1-4
Literature Focus: Tone and Mood

Tone is the emotional quality of the words that the author has chosen. It is also the author’s attitude and point of view toward a subject; it reflects the feelings of the writer, and can affect the reader’s emotional response to the story. While we have all heard, “Don’t use that tone of voice with me!” a writer does not have the advantage of the sound of his/her voice to reveal the tone of the story. As we read the page, the author hopes that the words he/she has chosen and the way those words are arranged will help us hear a voice in our heads that will affect our emotions. Tone can be formal, informal, humorous, serious, cynical, sentimental, personal, impersonal, casual, passionate, etc.

Very closely related to tone is mood. Mood is the atmosphere or emotional state created by a piece of literature. Mood is usually described using expressions of feeling and emotions, such as fear, anger, hatred, contentment, loneliness, confusion, happiness, excitement or jealousy, to name a few.

To put it more simply, the tone (of voice) a person uses with you can elicit different emotions or moods. When your brother uses sarcasm with you, it can make you feel disdain. When your dad bellows at you, you might feel fear. When your Grandma speaks softly to you, you may feel contentment. The tone sets the mood, both in writing and in life.

Directions: Read the following passages from Chapters 1-4. Then using complete sentences, answer the questions that follow or write the letter of the correct choice of answers on the line, as appropriate.

Passage One: Chapter One
“He had never disobeyed the order to hide. Even as a toddler, barely able to walk in the backyard’s tall grass, he had somehow understood the fear in his mother’s voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of the fresh air, scented with clover and honeysuckle and—coming from far away—pine smoke. He laid his hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. He reminded himself, “I will never be allowed outside again. Maybe never again for as long as I live.”

1. There are clearly two very different moods in this passage. One of the moods is created by the writer’s use of sensory descriptive details. To what senses does the writer appeal? Which words or phrases are used to create this mood? What mood do you feel has been created?

2. What additional mood or feeling do you get when reading this passage? Which words or phrases in the passage contribute to the mood?
Passage Two: Chapter Two

"Once I started showing, I didn't go anywhere. That wasn't hard to do—where do I go anyway? I didn't let Matthew or Mark leave the farm, for fear they'd say something. I didn't even say anything about you in letters to my mother and sister. I wasn't really scared then. It was just superstition. I didn't want to brag. I thought I'd go to the hospital to give birth. I wasn't going to keep you secret forever. But then… Then they started running all that on TV about the Population Police, how the Population Police had ways of finding out everything, how they'd do anything to enforce the law.”

3. The tone of Passage Two is:
   a. cheerful  
   b. indifferent  
   c. flippant  
   d. justifying

4. Which word best captures the mood of the passage as a whole?
   a. calm  
   b. annoyance  
   c. restlessness  
   d. contentment

Passage Three: Chapter Three

"Are you trying to be discovered? Dad had bellowed at Luke just that morning, when he'd held the shade a few inches from the kitchen window and peeked out longingly…." “He grabbed Luke by the arm and jerked him back a good three feet. Freed from Luke’s grasp, the bottom of the shade banged against the windowsill.”

5. In this passage, the writer expects the reader to feel:
   a. happy that Luke’s father saved him from being seen  
   b. sorry for Luke’s father for having to watch over Luke and keep him out of harm’s way  
   c. respect for Luke’s father  
   d. angry that Luke’s father is so angry, cold, and rough with Luke

6. Through which words in the passage is the mood best revealed?

Passage Four: Chapter Four

(a) “Luke, honey? Can you eat sitting on the bottom step there? Dad thinks—I mean, it’s not safe anymore to have you in the kitchen. You can still eat with us, and talk to us and all, but you’ll be…over here….“ (b) His chair wasn’t even in the kitchen anymore. For awhile, Luke watched Dad, Mother, Matthew, and Mark eating in silence, a complete family of four. Once, he cleared his throat, ready to protest again. You can’t do this—it’s not fair—Then he choked back the words, unspoken. They were only trying to protect him. What could he do? Resolutely, Luke stuck his fork in the pile of scrambled eggs…. He ate the whole plateful of food without tasting any of it.

7(a). This part of the passage most clearly reveals a ________ tone.
   a. suspicious  
   b. formal  
   c. passionate  
   d. sympathetic

7(b). This part of the passage most clearly reveals a ________ tone.
   a. suspicious  
   b. formal  
   c. passionate  
   d. sympathetic

8. In this passage, the author uses tone to make the story more:
   a. dramatic  
   b. confusing  
   c. predictable  
   d. adventurous

9. In your own words, how is tone different from mood?
Among the Hidden

Chapters 1-4

Language Focus: Vocabulary in Context

Many times a reader can identify the meaning of a word by reading the other words around it. Sometimes a writer gives clues to the meaning by painting a picture of what is happening in the story so the reader will be able to make a logical guess about its meaning. When you get the meaning of a word or words in this way, you are getting the meaning “from context.”

Part One

Directions: The following vocabulary words have been taken directly from Among the Hidden. In small groups, locate the word on the given page and discuss what you think the word might mean. See if you can agree on a simple definition and write it next to the word. If you aren’t sure, use a dictionary to find the meaning.

savored (1) ____________________________________________________________

harrumphed (2) _______________________________________________________

lofty (3) _____________________________________________________________

skittish (5) __________________________________________________________

hulking (10) _________________________________________________________

beckoned (11) ________________________________________________________

careened (13) ________________________________________________________

shrugged (14) _________________________________________________________

beseechingly (20) _____________________________________________________

resolutely (22) _______________________________________________________

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Part Two:
Directions: Now, on your own, use each word in a sentence to show that you understand the meaning of the words.

savored

harrumphed

lofty

skittish

hulking

beckoned

careened

shrugged

beseechingly

resolutely
Among the Hidden
Chapters 5-7
Note-Taking and Summarizing

Below is the same type of chart that you completed as you read Chapters 1-4 of Among the Hidden. Completing this chart will help you learn to take notes and summarize, so you can better understand the action, conflict, and characters and eventually appreciate the author’s reasons for writing the book.

**Directions:** For Chapters 5-7, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. You do not need to write in complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 5-7, make a prediction about what you believe will happen next in the novel.

My Prediction: ____________________________________________
Among the Hidden
Chapters 5-7
Comprehension and Analysis

Chapter Five

1. Why does Luke decide to stop listening to his family’s conversation at mealtime?
   __________________________________________________
   __________________________________________________
   __________________________________________________

2. Although Luke feels like he knows his relatives, they don’t even know he exists. How can that be?
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. Explain how the letter from the Department of Human Habitation, Environmental Standards Division, caused Father so much anxiety.
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

4. Verbalize Matthew’s disappointment with the news.
   __________________________________________________
   __________________________________________________
   __________________________________________________

5. Analyze Mother’s meaning of the expression, “Those hogs are our bread and butter”?
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

Chapter Six

1. Where do they take the hogs?
   __________________________________________________
   __________________________________________________
   __________________________________________________

2. Why does the government raise their taxes? What is the government’s purpose?
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
Chapter Seven

1. How did Luke spend his mornings?

2. What is a Baron? Describe a “typical” Baron.

3. Quote a line from the chapter that tells the reader the rules for Barons and third children.

Among the Hidden

Chapters 5-7

**Literature Focus: Writer’s Purpose**

We are called upon in our daily lives to write for many different purposes. Sometimes you may need to write an informal note to your parents letting them know where you are going when they are not at home. A teacher may write a note to your parents letting them know about an upcoming event. Your clergyman may write a sermon or other formal presentation. Your mother may be expected to write a proposal as a part of her job. In school, you are often asked to write creatively—a story, poem, play, or presentation—or you may need to write a book report, oral report, research paper; the list goes on.

Of course, we would not use the same form of writing for all of the above examples. It would sound silly if a sermon were written in the same way as a note to your parent, or if your research paper were presented as a poem. This exercise will get you thinking about the appropriate method to use as you write.

**Directions:** Rewrite the following statements using the appropriate level of formality for the meaning of the sentence. An example has been done for you.

**Example:** Hey, guys, open your hymnals to page 186, ‘cause we’re gonna sing now.

**Corrected:** Ladies and gentlemen, please open your hymnals to page 186 and let us sing praise to our lord.

**Explanation:** A minister needs to speak to his congregation in formal tones. It sounds disrespectful to both God and the people of the congregation if he speaks in an informal tone.

1. Son, daughter, you may now take your seats at the dining room table as we prepare to partake of our evening meal.

**Corrected:**

**Explanation:**

2. Yo Mrs. Martinez. Your kid is driving me crazy. He won’t sit in his seat, and he thinks he knows all the answers. Why can’t he raise his hand just once? I wish he was in a different class! Straighten him out or I’m calling the principal!

**Corrected:**

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3. To Whom it May Concern: I, your daughter, have been given an assignment to create an original 3D version of a Medieval castle. I am in need of supplies, such that I shall elucidate for you in another missive to follow. Should you prefer not to acquire the required provisions for my use, I shall find it necessary to inform you that I will not have achieved the standards of my grade level, and shall be required to repeat grade 7.

Sincerely, Miss Reagan Mychal

Corrected:

______________________________
______________________________
______________________________
______________________________
______________________________

Explanation: ________________________________________________________________

______________________________
______________________________
______________________________

4. What I think would be really good for our company would be to get more people out there to come in and look at our stuff. Maybe we could set up some signs here in the mall or maybe we could have some clown walking around with an arrow and the name of our store on it. Don’t you think that would work? I do. Please, boss, think about it.

Corrected:

______________________________
______________________________
______________________________
______________________________
______________________________

Explanation: ________________________________________________________________

______________________________
______________________________
______________________________
Among the Hidden

Chapters 5-7
Language Focus: Analogies

Analogies are a shortened way of stating relationships between words and ideas. One type of analogy expresses the relationship between synonyms (words with the same or very similar meanings.) Below is an example:

rare : scarce :: bargain : deal

This means that the relationship between rare and scarce is the same as the relationship between bargain and deal. (The symbol “ : ” means “is to” and the symbol “ :: ” means “as”). An analogy may also involve antonyms (words with opposite meanings.) For example:

narrow : wide :: long : short

Another way to state this analogy is: “narrow is to wide as long is to short.”

Directions: For each analogy, note whether the words are synonyms or antonyms. If they are synonyms, write “S” on the line provided, if they are antonyms, write “A.” Then, using both lists of vocabulary words from Chapters 1-7, fill in the blanks with either a synonym or an antonym to match the word relationship before it. An example has been done for you.

Ex. gloomy : cheerful (A) :: seldom : frequent

1. habitation : residence (______) :: summoned : ____________________

2. jumpy : skittish (______) :: stubbornly : ________________________

3. savored : delighted in (______) :: towering : ______________________

4. embossed : ordinary (______) :: bellowed: ______________________

5. hulking : minuscule (______) :: civil : __________________________

6. stupefied : astonished (______) :: dejected : _____________________

For numbers 7-10, use four vocabulary words from Chapters 1-7 and your own words to create analogies of your own. You may create either synonym or antonym pairs. Try to use words that have not yet been used in the above exercise.

7. _______________ : ________________ :: _________________ : _________________

8. _______________ : ________________ :: _________________ : _________________

9. _______________ : ________________ :: _________________ : _________________

10. _______________ : ________________ :: _________________ : _______________
### Among the Hidden

#### Chapters 8-11

#### Note-Taking and Summarizing

**Directions:** For Chapters 8-11, use the chart below to help you remember what you have read. Briefly describe the setting or settings, and then summarize each major event in the chapter. Be sure to keep your summaries short. You need not write in complete sentences.

<table>
<thead>
<tr>
<th>Chapter 8</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 8-11, make a prediction about what you believe will happen next in the novel.

My Prediction: ____________________________________________

__________________________________________________________

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Among the Hidden

Chapters 8-11

Comprehension and Analysis

Chapter Eight

1. As Luke goes downstairs in the morning, explain his excitement at seeing the shades down in the kitchen.

2. Because Luke could not meet the new neighbors and could only watch them from afar, he made up names for them. Who were the new neighbors, according to Luke, and how did he decide upon their names?

3. Why was it so important to Luke that everyone in the neighborhood be away from their homes?

4. Evaluate Luke’s actions after everyone had left and he felt safe.

5. Why was Luke’s dad so furious at him?

6. Luke glimpsed a child’s face as the chapter came to an end. What was its significance?
Chapter Nine
1. What do you think he really saw? What evidence from the story makes you believe that?

2. Compare/contrast Luke’s feelings about helping his parents to their feelings about it.

Chapter Ten
1. After Luke’s “joke” about the poison in the bread, why did he feel guilty?


3. Formulate why it is significant that the Sports family was the only family that had their shades drawn.

Chapter Eleven
1. How does Luke spend his days now?

2. Cite further evidence from this chapter that there is another member to the Sports family.
Among the Hidden

Chapters 8-11
Literature Focus: Narrator and Point of View

The narrator is the person who relates the events of a story to a reader or audience. Point of view is the perspective from which a story is told. The point of view from which a story is told determines how the reader interprets the story and understands the characters. There are three main types of point of view:

• **First Person**: narrator is a character in the story; uses the first person “I” to tell the story
• **Third Person Limited**: narrator does not participate in the action of the story; relates the thoughts and feelings of only one character
• **Third Person Omniscient**: narrator does not participate in the action of the story; relates the thoughts and feelings of all the characters.

Think of it this way: In an auto accident there is a driver (maybe two or three, depending on how many cars are involved), possibly passengers, and usually witnesses. Each would tell the story from his/her own point of view. The driver(s) would tell the story from the first person point of view. They would say things like “I saw him coming really fast straight at me, so I swerved to the right.” The passengers might say “The other guy was speeding straight toward us! My Mom (the driver) veered off to the right to get out of his way!” Witnesses to the accident might have a completely different viewpoint. “The lady was driving too close to the yellow line in the middle of the road, and the guy was coming straight toward her. He didn’t have enough time to move over to the right side of the road, because it seemed like he was going way too fast.”

Among the Hidden is told from the **third person limited** point of view. The story is told by a narrator who “watches” the action from an outside viewpoint and does not participate in the action. The narrator uses third person pronouns such as “he,” “she,” “it,” “his,” “hers,” “them,” “theirs,” etc.

**Directions**: Answer the following questions using complete sentences. Be sure to answer each part.

1. What clues in the story tell you that Among the Hidden is written in third person and not in first person? Give examples.

2. Do you think the novel would be more effective or entertaining if it had been written from Luke’s point of view? From Mother’s point of view? Father’s? Justify your answer.
Directions: For the following excerpts from the novel, you will be converting the third person telling of the story into first person. Before you begin, however, be sure that you clearly understand what is happening in the excerpt. For each example, retell the excerpt from the first person point of view. You decide from whose point of view you will write. See if you can write from a different character’s point of view for each example.

3. (Page 25) “From his seat on the stairs, Luke had to hold himself back from going to fish the edge of the letter out of the chicken gravy and looking at it himself. ‘They can’t do that, can they?’ he asked. Nobody answered. Nobody needed to. Luke felt like a fool for asking as soon as the words were out of his mouth. For once, he was glad of his hiding place. Mother twisted a dishrag in her hand. ‘Those hogs are our bread and butter,’ she said. ‘…What are we going to live on?’ Dad just looked at her. After a moment, so did Matthew and Mark. Luke didn’t know why.”

From whose point of view are you writing? __________________________________________

Retelling: _______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. (Page 38) “Luke scrambled down from his chair, his head spinning with plans. First, he’d clean up the kitchen; then he’d start some bread for supper. He’d never made bread before, but he’d watched Mother a million times. Then maybe he could pull the shades in the rest of the house and clean it thoroughly. He couldn’t vacuum—that’d be too loud—but he could dust and scrub and polish. Mother would be so pleased.”

From whose point of view are you writing? __________________________________________

Retelling: _______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
5. (Page 41) “Luke fled up the stairs. He wanted to stomp, angrily, but he couldn’t. No noise allowed. In his room, he hesitated, too upset to read, too restless to do anything else. He kept hearing ‘You stay hidden. That’s an order, echoing in his ears. But he’d been hidden. He’d been careful. To prove his point—to himself, at least—he climbed back up on his perch by the back vents and looked out on the quiet neighborhood.”

From whose point of view are you writing? ______________________________

Retelling: __________________________________________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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Among the Hidden
Chapters 8-11
Language Focus: Word Relationships

As you become a more accomplished reader, you will find yourself faced with more difficult challenges in interpretation of the text as well as more complicated vocabulary. Soon, your reading will become much easier and you will find that you can begin to figure out those daunting vocabulary words without consulting a dictionary or asking your parents or teacher for the meanings of the words. With most things, it is simply practice that makes you more proficient, and reading is no exception to that rule.

**Directions:** Read the following excerpts taken directly from Among the Hidden, Chapters 1-11. Then answer the questions posed for each excerpt. Reread the excerpt if necessary. Circle the letter to indicate your choice of the best answer.

“He had never disobeyed the order to hide. Even as a toddler, barely able to walk in the backyard’s tall grass, he had somehow understood the fear in his mother’s voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of fresh air, scented with clover and honeysuckle and—coming from far away—pine smoke. He laid his hoe down gently, and **savored** one last moment of feeling warm soil beneath his bare feet. He reminded himself, ‘I will never be allowed outside again. Maybe never again as long as I live.’”

1. What is the mood of this excerpt?
   a. suspenseful
   b. encouraging
   c. foreboding
   d. challenging

2. Which words best convey the mood of the excerpt?
   a. fear, breath, smoke, live
   b. fear, hesitated, savored, never
   c. disobeyed, toddler, scented, never
   d. somehow, understood, breath, smoke

3. The best meaning of the word **savored** in the excerpt is:
   a. felt
   b. lingered
   c. appreciated
   d. remembered

“Luke ate every meal after that on the bottom step. It became a habit, but a hated one. He had never noticed before, but Mother often spoke too softly to be heard from any distance, and Matthew and Mark always made their nasty comments under their breath. So they would start laughing, often at Luke’s **expense**, and he couldn’t defend himself because he didn’t know what they had said. He couldn’t even hear Mother saying, ‘Now, be nice boys.’ After a week or two, a lot of the time, he didn’t even try to listen to the rest of the family’s conversation.”

4. What is the mood of this excerpt?
   a. hopeful
   b. irritated
   c. depressing
   d. tragic

5. Which words best convey the mood of the excerpt?
   a. hated, nasty, laughing
   b. softly, breath, laughing, nice
   c. softly, breath, laughing, nice
   d. suspected, breath, laughing, nice
6. The best meaning of the word expense in the excerpt is:
   a. disbursement  
   b. cost  
   c. overhead  
   d. at the sacrifice of

   "Williker says they raised everyone’s taxes because of them fancy houses. Makes our land worth more."

   ‘Isn’t that good?’ Luke asked eagerly. It was strange—he should hate the new houses for replacing his woods and forcing him to stay indoors. But he’d half fallen in love with them, having watched every foundation poured, every wooden skeleton of walls and roofs raised to the sky. They were his main entertainment….

7. What is the mood of this excerpt?
   a. sad  
   b. enthusiastic  
   c. heartbreaking  
   d. resolute

8. Which words best convey the mood of the excerpt?
   a. fancy, worth, fallen, watched  
   b. good, eagerly, replacing, indoors  
   c. strange, replacing, forcing, poured  
   d. eagerly, fallen, raised, entertainment

9. The best meaning of the word skeleton in the excerpt is:
   a. human bones  
   b. structure  
   c. frame  
   d. minimal

   “Mother?’ Luke said.
   She answered with a snore. She’d fallen asleep sitting up.
   Luke studied her face, seeing lines of fatigue that hadn’t been there before, noticing that the hair around her face now held as much gray as brown.”

10. What is the mood of this excerpt?
   a. empty  
   b. sarcastic  
   c. sympathetic  
   d. bored

11. Which words best convey the mood of the excerpt?
   a. asleep, face, hair  
   b. snore, lines of fatigue, gray  
   c. mother, face, hair  
   d. sitting, fatigue, brown

12. The best meaning of the word fatigue in the excerpt is:
   a. frustration  
   b. make-up  
   c. exhaustion  
   d. anger
Among the Hidden

Chapters 12-15
Note-Taking and Summarizing

Directions: For Chapters 12-15, use the chart below to help you remember what you have read. Briefly describe the setting or settings, and then summarize each major event in the chapter. Be sure to keep your summaries short. You do not need to write in complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chapter 14</td>
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<td></td>
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<tr>
<td>Chapter 15</td>
<td></td>
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</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 12-15, make a prediction about what you believe will happen next in the novel.

My Prediction: ________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Among the Hidden

Chapters 12-15
Comprehension and Analysis

Chapter Twelve

1. Why did Matthew and Mark stay home from school to help their dad?

2. Detail Luke’s plan to sneak over and meet the other third child.

3. Why did seeing red and yellow leaves panic him?

4. Why did Luke take such a risk at the end of the chapter? Would you have done the same thing or something else? Explain.

Chapter Thirteen

1. After he found himself outside, Luke felt that he should go back. Why do you think he went against his own feelings?

2. What did he find when he got to the door?

Chapter Fourteen

1. How did Luke manage to get inside?
Chapter Fifteen

1. What is meant by the term “shadow child”? ________________________________

2. As the girl called her dad, she reminded him that “the penalty for harboring a shadow child is five million dollars or execution….” What was the author’s purpose in using that line in the novel? ________________________________

3. Compare/contrast the personalities of Luke and Jen. ________________________________


3. What happened as a result of Luke surprising the occupant? ________________________________

Among the Hidden

Chapters 12-15

Literature Focus: Setting
One of the most important aspects of a novel is its setting. Setting includes:

- Physical description: geography, weather, description of surroundings, etc.
- Time: historical time period, season, time of day, etc.
- Atmosphere: social, cultural, and political conditions

In Among the Hidden, even though most of the action takes place within a very small area including Luke’s bedroom, his kitchen, his yard, and Jen’s house, other elements contribute a lot to the setting. Setting contributes a great deal to creating the mood of the novel.

Directions: For each section, find specific quotes from Chapters 1-15 that describe the setting. Then tell how the setting affects the mood of the quote. An example has been done for you.

<table>
<thead>
<tr>
<th>Physical Description: Geography, Weather, etc.</th>
<th>How Does the Setting Affect the Mood?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time: Time Period, Season, Time of Year, Day, etc.</th>
<th>How Does the Setting Affect the Mood?</th>
</tr>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Atmosphere: Social, Cultural, and Political Climate</th>
<th>How Does the Setting Affect the Mood?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Shadow—&quot; “That’s not the term you use?” she asked.</td>
<td>It makes all the people fearful of the Government, even if they themselves aren’t illegal.</td>
</tr>
<tr>
<td>“I thought ‘shadow child’ was universal. But, you know, an illegal, someone whose parents broke Population Law 3903. A third.”</td>
<td></td>
</tr>
</tbody>
</table>
Among the Hidden

Chapters 1-15

Language Focus: Using the Dictionary

Directions: Circle the letter and the corresponding word that best completes each statement. Use a dictionary to help you define the words with which you are unfamiliar.

1. A place that is pristine is also:
   a. spoiled
   b. immaculate
   c. weak
   d. detached

2. Someone who is competent is:
   a. sickening
   b. necessary
   c. competitive
   d. capable

3. To be in a situation of chaos is to be:
   a. in a tranquil environment
   b. preparing for a trip
   c. surrounded by commotion
   d. in a state of orderliness

4. When walking tentatively, a person would:
   a. saunter quietly along
   b. tread cautiously
   c. promenade proudly
   d. stride enthusiastically

5. Choose the best synonym for apparatus:
   a. ghost
   b. apparition
   c. equipment
   d. astounding

6. If you were to speak in a curt manner, your father might:
   a. laugh out loud
   b. ask you to explain what you mean
   c. tell you to go to your room
   d. arrange for speech therapy

7. Who or what would most likely be skittish in a hailstorm?
   a. your house
   b. the next door neighbor’s dog
   c. your dad’s car
   d. a napkin or paper towel

8. When might someone wear a hangdog expression?
   a. when their partner is hospitalized
   b. at the birth of their first child
   c. at a birthday party
   d. as their friend falls into a mud puddle

9. If you listen incredulously to a story:
   a. you are fascinated by it
   b. you can hardly keep your eyes open
   c. it is truly boring to you
   d. you doubt whether it’s true
Directions: Choose the correct vocabulary word from the choices given below the example. Circle the letter and the corresponding word that best completes the statement or fits the description. Use a dictionary if you need help or are uncertain of a word's meaning.

10. delighted in; took great pleasure in
   a. beckoned                      c. harrumphed
   b. savored                      d. guffawed

11. When a piece of paper is engraved, it is said to be:
   a. shrugged                      c. embossed
   b. scoffed                       d. countered

12. If a person has vowed with determination to do what he wants, he has spoken:
   a. beseechingly                   c. resolutely
   b. tentatively                    d. sporadically

13. a place of peace and safety
   a. pristine                       c. harboring
   b. sanctuary                      d. habitation

14. to speak with fervor or passion is to show great:
   a. zeal                           c. awe
   b. telepathy                     d. bribery

15. intermittently; occasionally; periodically
   a. tentatively                    c. theoretically
   b. telepathy                     d. sporadically
Among the Hidden

Chapters 16-18
Note-Taking and Summarizing

Directions: For Chapters 16-18, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 16-18, make a prediction about what you believe will happen next in the novel.

My Prediction: ____________________________________________________________

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Among the Hidden

Chapters 16-18
Comprehension and Analysis

Chapter Sixteen

1. Why does Luke sense that he must keep Jen a secret from his family?  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How does Jen use mirrors to her advantage?  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________


__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. How does Jen illustrate that Government leaders are the worst ones for breaking laws?  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Chapter Seventeen

1. Describe Luke’s reaction when Jen didn’t answer his signal on the third day.  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Explain how Jen was able to go out shopping without being discovered.  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How did her shopping adventure make Luke feel hopeful?  

__________________________________________________________________________

5. Why were the Population Laws originally passed?

6. What is the purpose of the rally Jen is involved in?

Chapter Eighteen


2. Explain Luke’s confusion and ultimate fear about Jen’s “chat.”

3. According to Jen, why wouldn’t her dad be able to bribe the Population Police if they found her?

4. How many kids does Jen have contact with?
Name ____________________________________________ Period __________________

Among the Hidden
Chapters 16-18
Literature Focus: Characterization

Characterization is the art of creating characters for a novel or play by conveying information about them. This information can be conveyed through description, through the words they say, or through their thoughts or actions. You can learn a lot about the characters just by what others say about them, what they themselves say, or by the author’s direct description of the characters.

Directions: Match the characters on the left with the actions or descriptions on the right. For each character there will be two actions or descriptions, taken from the first eighteen chapters. Write the correct letters on the lines.

1. ______, ______ Father  a. forbids families to have more than two children
2. ______, ______ Jen  b. wanted a girl baby
3. ______, ______ The Government  c. oldest of three sons
5. ______, ______ Matthew  e. worries about being found out through the computer
6. ______, ______ Jen’s mom  f. is always very loving
7. ______, ______ Mark  g. first non-Baron the girl ever met
8. ______, ______ Mother  h. tackled Luke and twisted his arms behind his back

i. “…took a lot of risks”

j. will not allow anyone to have pets

k. complains a lot about most everything

l. a farmer’s wife

m. the mother in a family of Barons

n. like Matthew, would never betray his brother

o. very sad when Father had to sell the hogs

p. “…Government thinks they can get more money out of us.”
Among the Hidden
Chapters 16-18
Literature Focus: Inference

As an author creates characters by what they say and do and what others say about him, the author also gives us information, through dialogue or actions, about what the characters are feeling or thinking. Often, the author does not tell us directly, but lets us infer from the words and actions of the character. We can also tell a lot about a character’s personality from his/her actions and words. In the following exercise, you will be inferring information about the character through either dialogue or actions.

Directions: Read the excerpt taken directly from the first eighteen chapters of the novel. Then decide what the author is trying to tell us about the character. Circle your entire answer.

1. “She [Mom] dried her hands and left the sink, something Luke had almost never seen her do if there were still dirty dishes left to be washed. She crouched beside him and smoothed his hair back from his forehead.” (p. 9)
   a. She likes things neat and tidy.
   b. She is checking him for pimples.
   c. She adores her son.
   d. She is sick of working all the time
   e. Both a. and c.

2. “‘Did it ever occur to you that if there is [anyone out there], they might see you before you see them?’ He grabbed Luke by the arm and jerked him back a good three feet… ‘You can’t look out at all,’ Dad said. ‘I mean it. From now on, just stay away from the windows. And don’t go into a room unless we’ve got the shades or curtains pulled.’” (p. 13)
   b. Dad is angry with Luke today.
   d. Dad is abusive and mean.
   e. Both b. and c.

3. “Now [Luke] gave the toy train a shove, and it careened off the track. It landed upside down, wheels spinning.” (p. 13)
   a. Luke is not careful with his things.
   b. Luke has fun playing with his toys.
   c. Luke is feeling very angry.
   d. Luke enjoys the science of toys.
   e. Both b. and d.

4. “‘Dad thinks—I mean, it’s not safe anymore to have you in the kitchen. You can still eat with us, and talk to us and all, but you’ll be…over here.’ She waved her hand toward the stairs behind Luke.” (pp. 20-21)
   b. Mom doesn’t care what dad says.
   c. Mom lets dad tell her what to do.
   d. Mom speaks for dad.
   e. Both c. and d.

5. “Luke scrambled down from his chair, his head spinning with plans. First, he’d clean up the kitchen, then he’d start some bread for supper. He’d never made bread before, but he’d watched Mother a million times. Then maybe he could pull the shades in the rest of
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the house and clean it thoroughly. He couldn't vacuum—that'd be too loud—but he could dust and scrub and polish. Mother would be so pleased.” (p. 38)

b. Luke loves doing women’s work.               e. Both a. and d.
c. Luke is excited about helping Mother.

6. “Before he had a chance to think of another word, the girl was across the room and had knocked him down. Then she pinned him to the floor, his arms twisted behind his back, his face buried in the carpet. Luke struggled to turn his head to breathe.” (p. 58)

a. She is an angry person.       d. She wants to kill Luke.
b. She likes to wrestle with Luke.       e. Both a. and d.
c. She is feisty and unafraid.

7. “Dad—’ She made a face. ‘I know, I know. Call the security company and get them to cancel the alarm, okay?’ Pause. ‘And might I remind you that the penalty for harboring a shadow child is five million dollars or execution, depending on the mood of the judge?’” (p. 61)

a. She has great respect for her dad.       c. She likes to play tricks on her dad.
b. She has her dad wrapped around her finger.       d. She wants to hurt her dad.
e. Both c. and d.

8. “Don’t you have to hide?’ he asked. ‘Sure,’ Jen said. ‘Mostly. But my parents are very good at bribery. And so am I.’ She grinned wickedly.” (p. 64)

a. Jen has no respect for her parents.       d. Jen knows her parents can get her out of trouble so she takes risks.
b. Jen’s parents are evil people.          e. Both b. and c.
c. Jen is a wicked person.


b. Mother is pushing at Luke to eat more; she thinks he is too thin.       d. Luke is obsessed with his thoughts.
e. Both c. and d.

10. “And then, before Luke even knew what she was doing, she thrust her hand toward the torn part of the screen. The jagged edge didn't cut immediately, so she held the screen with her right hand and raked it across her left. When Jen pulled her hand back, Luke saw a gash even deeper than his. Jen squeezed out a few drops of blood and let them fall to the carpet.” (p. 73)

a. Jen is a cutter. It thrills her to see her own blood.       c. Jen is trying to protect herself.
e. both a. and d.
**Among the Hidden**

**Chapters 19-21**

**Note-Taking and Summarizing**

*Directions:* For Chapters 19-21, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 19-21, make a prediction about what you believe will happen next in the novel.

**My Prediction:**

__________________________________________________________________________________________

__________________________________________________________________________________________
Among the Hidden

Chapters 19-21
Comprehension and Analysis

Chapter Nineteen
   ____________________________

2. Why doesn’t he just ask her to explain? ____________________________
   ____________________________

3. Why does Jen continually offend Luke? Do you think she does it on purpose or not? __
   ____________________________

   ____________________________

5. Jen says that the books are just propaganda. What does she mean? ________________
   ____________________________

Chapter Twenty
1. Why isn’t Luke so worried about his dad seeing him leave any more? ________________
   ____________________________

2. Why doesn’t Jen want a fake ID like all her friends do? ____________________________
   ____________________________

3. Luke felt that he dealt better with hiding than anyone in his family would. How did he
   picture his family members behaving in the same situation? ____________________________
   ____________________________
Chapter Twenty-One

1. What triggered the small voice in the back of Luke’s head that whispered, *Maybe if they didn’t have you, they could afford everything they want?* ________________

2. What does Jen say would have happened if the Barons had not broken the law that ordered everyone not to have pets? ________________

3. What types of propaganda were used to get women to quit having babies? __________

4. Luke feels that his brothers would never turn him in. Considering the possible rewards and possible consequences as well, do you agree or disagree? Explain your reasoning.

5. List some of the things Luke and Jen did when they “just had fun.” What other things might they do that weren’t mentioned in the novel? ________________
**Among the Hidden**

**Chapters 19-21**

**Literature Focus: Character Types**

As authors develop the plot and characters for a story, several character types emerge:

- **The protagonist** of a story is the main character that changes throughout the story; the protagonist is directly affected by the events of the plot.
- **The antagonist** is the main character in opposition to the protagonist; the antagonist usually causes the protagonist’s problems. (The antagonist can also be a force of nature, such as flood, drought, hurricane, etc. or an intangible force, such as a Totalitarian Government.)

To further define his characters, an author then develops four general types of characters who evolve around the protagonist and antagonist and support the plot development.

- **Round** characters are complicated and interesting to the reader.
- **Flat** characters are simple and underdeveloped.
- **Dynamic** characters are those who grow or change emotionally or learn a lesson.
- **Static** characters change or grow very little (or not at all) throughout the story.

**Directions:** For the following characters, label each character as protagonist, antagonist, or neither, round or flat, and dynamic or static. For example, Luke is a protagonist, who is also round and dynamic.

<table>
<thead>
<tr>
<th>Character</th>
<th>Protagonist, Antagonist or Neither</th>
<th>Round or Flat</th>
<th>Dynamic or Static</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke</td>
<td>Protagonist</td>
<td>Round</td>
<td>Dynamic</td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Government”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jen’s dad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlos</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Read the following passages taken directly from Chapters 19-21. Decide how the sentences in the passage can best be combined and still convey the entire meaning of the passage. Write the letter of the best choice on the line in front of the example.

1. Back in his own room, Luke sat down on his bed and opened the first book. It was thick and carried its title in ominous black letters: The Population Disaster.
   a. Back in his own room, Luke sat down on his bed and opened the first book, The Population Disaster, which had the title in ominous black letters and was thick.
   b. Luke sat down on his bed back in his own room and opened the first book, a thick one called The Population Disaster, whose title was written in ominous black letters.
   c. Back in his own room, Luke sat down on his bed, opening the first book, The Population Disaster, which was thick and carried its title in ominous black letters.
   d. Back in his own room, Luke sat down on his bed and opened the first book, whose black lettered title, The Population Disaster, was thick and ominous.

2. They played rummy on Luke’s bed. Luke could feel the corner of The Population Disaster poking his back throughout the entire game.
   a. They played rummy on Luke’s bed, and as they played, Luke could feel the corner of The Population Disaster, poking him in the back the whole time.
   d. They played rummy on Luke’s bed, and as they played, he could feel the corner of The Population Disaster poking him in the back throughout the entire game.

3. Isn’t there some way to grow stuff inside during the winter? Like down in the basement, with special lights, lots of water and extra minerals. And then you could sell it?
   a. Isn’t there some way to grow stuff down in the basement during the winter, using special lights, and extra water and minerals, and then sell it?
   b. Isn’t there some way to grow stuff inside during the winter? Down in the basement with special lights, lots of water and extra minerals, and then you could sell it?
   c. Isn’t there some way to grow stuff inside during the winter down in the basement? Using special lights, lots of water and extra minerals, and then you could sell it?
   d. Isn’t there some way you could grow stuff inside during the winter, like down in the basement, with special lights, lots of water, and extra minerals, and then you could sell it?

4. For the first time, Luke felt a glimmer of pride, that he dealt with hiding better than anyone else in his family would. He thought.
   a. For the first time, Luke felt a glimmer of pride. He thought that he dealt with hiding better than anyone else in his family would.
b. For the first time, Luke felt a glimmer of pride that he dealt with hiding better, he thought, than anyone else in his family would.

c. For the first time, Luke felt a glimmer of pride, that he dealt with hiding better than anyone else in his family would, or at least he thought so.

d. For the first time, Luke felt a glimmer of pride that he dealt with hiding better than he thought anyone else in his family would.

5. And women aren’t allowed to go anywhere once they get pregnant. So now, my dad told me, there are so few babies being born that the population’s going to be cut in half.

a. My dad told me, women aren’t allowed to go anywhere once they get pregnant so now there are so few babies being born that the population’s going to be cut in half.

b. And women aren’t allowed to go anywhere, my dad told me, once they get pregnant so now there are so few babies being born that the population’s going to be cut in half.

c. Women aren’t allowed to go anywhere once they get pregnant, so now, my dad told me, there are so few babies being born that the population’s going to be cut in half.

d. My dad told me, “And women aren’t allowed to go anywhere once they get pregnant so now there are so few babies being born that the population’s going to be cut in half.”

*Now it’s your turn. Choose a set of sentences from the novel and write them on the line 1a below. Then on the second set of lines 1b, rewrite them so that they still keep the meaning of the sentence, but sound better to the reader. Choose a second set of sentences and do the same in example 2.

1a

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

1b

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2a

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2b

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### Among the Hidden

#### Chapters 22-25
**Note-Taking and Summarizing**

**Directions:** For Chapters 22-25, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 22</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chapter 23</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chapter 24</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chapter 25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 22-25, make a prediction about what you believe will happen next in the novel.

**My Prediction:** ____________________________________________

___________________________________________________________

___________________________________________________________

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Among the Hidden

Chapters 22-25
Comprehension and Analysis

Chapter Twenty-Two

1. How is Jen planning on getting to the rally? ____________________________________________

2. How did she ensure that several Population Police would have some “unexpected days off”? ____________________________________________

3. Why does Jen appear to completely unfazed by the danger? ____________________________

4. Jen mentions the maid as she pulls out a sheaf of papers from under the couch. Where do you imagine Jen goes when the maid is there? ____________________________________________

5. Luke is afraid to go to the rally. What arguments does Jen present to him to try to get him to change his mind? ____________________________________________

6. “Hope doesn’t mean anything,” Jen snapped. “Action’s the only thing that counts.” What was she trying to tell him? ____________________________________________
Chapter Twenty-Three
1. Luke could not talk himself into going to the rally. Would you have wanted to go or stay home in the hopes that the problem could be solved in some other way? Explain your response.

2. Why do Jen and Luke get so angry at each other?

Chapter Twenty-Four
1. What awakens Luke on Thursday night?

2. What is Jen’s reason for coming to his house?

3. When Luke says, “If your rally works, I’ll be walking in the front door,” what does he mean?

Chapter Twenty-Five
1. How does Luke explain being awake in the middle of the night to his mother?

2. What does Luke hope to hear on the radio?

3. Why does Luke’s mom object to going over to meet the “new neighbors”?

**Among the Hidden**

**Chapters 22-25**

**Writing Focus: Supporting Quotations**

For almost every test, whether it is for your school, district, or state, at one time or another you will have to write an essay responding to literature. A “Response to Literature” prompt asks you to take your own personal opinions and answer the prompt, using examples from the literature to support your ideas.

Some broad examples of prompts are:

- How does the main character change throughout the story? What do you think causes the change? What does this story say about society in general? In what ways does this story remind you of people you have known or experiences you have had in your own life?
- How successful was the author in creating good literature? Support your response with examples from the story.
- Choose one of the following quotations from the story. How does this quotation relate to the elements of the story, such as characters or theme?

In each of these examples, it will be necessary to know exactly how to take quotations from the text and make them work for you in your essay. Additionally, it is necessary to have the text in front of you in order to find quotes to support your response. To practice extracting quotations for an essay, complete the activity below.

**Prompt:** Jen has shown herself to be resolute in her convictions throughout the novel. In other words, she knows what she wants and she knows how to get it. Find quotations from Chapter 14, where she was first introduced, through Chapter 25 that reveal this part of her personality. Write the entire quote in the Direct Quote box of the graphic organizer. Then, give its significance or importance to the prompt. An example has been done for you.

<table>
<thead>
<tr>
<th>Page</th>
<th>Direct Quote</th>
<th>Significance of the Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>[In response to Luke's question, “Aren't you scared the guards might find you?”] “Not really...And see, doing it on purpose every now and then helped us today—my dad didn’t really even ask why the system needed to be stopped. He just thought it was me making trouble again.”</td>
<td>Jen lives her daily life as though she were not a shadow child. Nothing seems to faze her. She wants to be in control, and messing with the alarm system is just one way she manages to do it. She is even able to use her parents as puppets.</td>
</tr>
</tbody>
</table>
Now that you have gathered several quotations, the next step is to organize your quotes by creating complete sentences and eventually paragraphs. An example is done for you using the quote and significance of the quote from page 62, shown above.

Jen lives her daily life as though she were not a shadow child. Nothing seems to faze her. This is evident when Luke asks her, “Aren’t you scared the guards might find you?” Her reply, “Not really...And see, doing it on purpose every now and then helped us today—my dad didn’t really even ask why the system needed to be stopped. He just thought it was me making trouble again,” is an indication of how she is able to use her parents as puppets. She wants to be in control, and messing with the alarm system is just one way she manages to do it.

**Directions:** Using the chart you have filled in above, write a paragraph for each quotation combining the quote and the significance of the quote, showing how Jen has shown herself to be resolute in her convictions throughout the novel. Write your paragraphs on a separate sheet of paper.
Among the Hidden
Chapters 22-25
Language Focus: Vocabulary in Context

You will often be asked to discern the meaning of words by reading part of the novel, play, poem, or other writing and figuring out the word’s meaning by looking at the words around it. This is referred to as finding the “meaning in context.”

Directions: Read the following sentences or paragraphs, then answer the question that follows as related to the vocabulary from the novel. Use a dictionary when you need help. The page number where the vocabulary word appears in the story is given in parentheses. Circle the entire answer of your choice.

1. During the Holocaust of World War II, times were terrible for the Jewish population, as well as many others. Many people disapproved of Hitler’s actions, and went against his edicts. Those who were caught harboring Jews and other “undesirable” populations were dealt severe punishment, imprisoned, or executed by Hitler’s army. (p. 61)

   In the paragraph above, the word harboring most likely means:
   a. fishing with
   b. providing a home for
   c. dating and marrying
   d. harassing

2. Because of Hitler’s despicable beliefs, during the Holocaust his armies were forced to carry out mass genocide on the populations of Jews, Gypsies, and others that Hitler deemed racially inferior to the “master race.” Over six million Jews, a total of eleven million people altogether, were liquidated. (p. 93)

   In the paragraph above, the word genocide most likely means:
   a. ejection
   b. taunting
   c. extermination
   d. assaults

3. Unfortunately for people who lived in Oklahoma during the Great Depression, it rained only sporadically, causing their crops to fail, their soil to be carried away, and their lives to be left in turmoil. (p. 51)

   In the sentence above, the word sporadically most likely means:
   a. occasionally
   b. spores and seeds
   c. dusty, muddy rain
   d. large quantities

4. Ominous clouds hung overhead, threatening us with a thunderstorm greater in intensity than any we’d ever experienced. (p. 89)

   In the sentence above, the word ominous most likely means:
   a. dark; almost black
   b. threatening
   c. heavy
   d. chilling

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Among the Hidden Literature Guide

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5. There are several theories about the annihilation of dinosaurs. One of those is that Earth was hit by an enormous asteroid or comet about 65 million years ago, causing dust to cloud the air. Because the air was so dirty, the sun's rays could not reach Earth, so plants could not grow, leaving the animals with nothing to eat. Of course, as the herbivores died out, carnivores could not survive either, due to the eradication of the herbivores they normally ate. (p. 90)

In the paragraph above, the word annihilation most likely means:

a. disappearance  

b. removal  

c. obliteration  

d. suppression

6. When small children play together, one of the hardest concepts for them to learn is to compromise with each other. Often one of them will want a particular toy to play with, and he/she doesn't care at all if another child wants the same one. It is the responsibility of parents to teach their children that if they want to be accepted among a group of peers, they must learn to give and take. (p. 97)

In the paragraph above, the word compromise most likely means:

a. engage  

b. keep their promise  

c. be honest  

d. cooperate

7. There exists a standard of proof used when determining guilt or innocence of a student accused of gross misconduct in the school setting. In most US states, the disciplinarian must prove his case based on preponderance of the evidence. For the accused, his teacher's and other witnesses' testimonies along with his discipline record are usually enough to provide that proof. (p. 100)

In the paragraph above, the word preponderance most likely means:

a. majority  

b. truthfulness  

c. presence  

d. simplicity

8. A marriage proposal, it is hoped, is a solemn offer of never-ending love, security, loyalty, and friendship on which both parties can depend. If accepted in earnestness, one can expect that the newly engaged couple has every reason to anticipate a future of marital happiness.

In the paragraph above, the word earnestness most likely means:

a. truth  

b. a reasonable amount of time  

c. deceit  

d. sincerity
Among the Hidden

Chapters 26-28
Note-Taking and Summarizing

Directions: For Chapters 26-28, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

<table>
<thead>
<tr>
<th>Setting</th>
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<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 26</td>
<td></td>
<td></td>
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<tr>
<td>Chapter 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 26-28, make a prediction about what you believe will happen next in the novel.

My Prediction: ____________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Among the Hidden

Chapters 26-28

Comprehension and Analysis

Chapter Twenty-Six

1. How was Luke able to get into Jen’s house?

2. Once inside, what was the first thing he did?

3. What happened in the chat room?

4. Did you guess who was behind him at the end of the chapter after he slammed down his fist? If not, who did you think it was? Who was there?

Chapter Twenty-Seven

1. How did Luke know who the man was?

2. What has happened to Jen? How did it happen?

3. Why couldn’t they take a bereavement day or place Jen in the family plot?

4. How many kids were actually at the rally?

5. What do you think might have happened to the bodies of the other kids killed at the rally?
Chapter Twenty-Eight

1. Jen’s dad told Luke he only worked for the Population Police, but he tried to sabotage them as much as he could. What could he have meant by that? 

2. What was Jen’s dad trying to explain to Luke about totalitarian governments and the famines?

3. Why did the government think it was all right to keep certain groups in poverty?

4. Before the banging at the door, Jen’s dad made an offer to Luke. What was its significance?
Among the Hidden
Chapters 26-28
Literature Focus: Theme

Theme is the central idea or message in a work of literature. The theme of a piece of literature should not be confused with the subject of the work, but rather, it is a general statement about life or human nature. Most themes are not completely obvious and must be inferred by the reader. A reader must take a good look at the entire novel—the title, plot, characters, setting, and mood—which all work together to reveal the themes in a piece of literature.

Directions: For numbers 1-4, find an example or quote from Chapters 1-28 of Among the Hidden that illustrates the given theme.
1. Theme: Appreciate what you have; it may not always be there.
   Example: ____________________________________________________________

2. Theme: No matter how bad things may seem, they could always be worse.
   Example: ____________________________________________________________

3. Theme: Try to make the best of any situation.
   Example: ____________________________________________________________

4. Theme: Just because something is a rule or a law, doesn’t mean it is right.
   Example: ____________________________________________________________

Directions: For numbers 5-7, create your own theme suggested by these quotes taken from the text.
5. Example: “You can be a coward and hope someone else changes the world for you....” “I still can’t go. I’m sorry. It’s something about having parents who are farmers, not lawyers. And not being a Baron. It’s people like you who change history. People like me—we just let things happen to us.”
   Theme: ____________________________________________________________

   Theme: ____________________________________________________________

7. Example: “In spite of the fear gnawing in his stomach and the anguish of missing his family—already—he felt a thrill of excitement.
   Theme: ____________________________________________________________
Among the Hidden
Chapters 26-28
Writing Focus: Dangling Modifiers

A modifier describes, clarifies, or gives more detail about something. A dangling modifier is a word or phrase that modifies, or is associated with, a word other than the one intended, or even with no particular word at all. Sometimes, this will create a humorous sentence, and sometimes it creates a sentence that makes absolutely no sense. To avoid confusion, place a modifier as close as possible to the word it describes.

Example 1: a.) Luke saw a light on at Jen’s house looking through the attic vent. (Incorrect)

b.) Looking through the attic vent, Luke saw a light on at Jen’s house. (Correct)

Do you see the difference? In a.), we can almost picture a light with a huge eyeball, straining to see through Luke’s attic vent. In b.), we can clearly see that it was Luke who was looking through the attic vent. In this sentence, the word “Luke” is placed closer to the phrase, “looking through the attic vent,” which is where it belongs.

If you can’t get a clear picture of who did the action, then you very likely have a dangling modifier. To fix a sentence with a dangling modifier, simply reword your sentence to answer the question, “who or what does or did the action.”

Example 2: a.) Arriving at Jen’s house, the alarm needed to be turned off.

b.) Arriving at Jen’s house, Luke needed to turn off the alarm.

In this second example, did the alarm arrive at Jen’s house? Who did arrive at Jen’s house? So which of the two examples is correct, a.) or b.)? Obviously, b.) is correct, since it was Luke who arrived at Jen’s house.

Directions: In the examples below, choose the sentence with the correct wording. Underline the best sentence—the one you feel is the most easily understood and that most clearly states the intended information.

1. a. Looking forward to a clear and dry day, Dad went out to the fields to work.
   b. Dad went out to the fields to work, a clear and dry day.
   c. A clear and dry day, Dad would be in the fields working.
   d. Dad, because the day was clear and dry, went out to the fields to work.

2. a. Needing to know what had happened to Jen, the answer would soon become clear.
   b. Needing to know what had happened to Jen, Luke would soon learn the answer.
   c. Needing to know what had happened to Jen, the answer would soon find out.
   d. Needing to know the answer to what had happened to Jen, Luke would soon know.

3. a. Trying to type the code he’d seen Jen use so many times to get into the chat room, Luke’s fingers kept messing up.
   b. Trying to type the code he’d seen Jen use, so many times Luke tried to get into the chat room.
Among the Hidden
Literature Guide

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Name ____________________________________________ Period __________________

c. Trying to type the code he’d seen Jen use so many times to get into the chat room, Luke couldn’t make his fingers work right.
d. Trying to make his fingers work right, Luke typed in the code he’d seen Jen use so many times to get into the chat room.

Directions: Now, using what you have learned, improve the following sentences, creating one of your own that makes sense, conveys all the necessary information, and does not contain a dangling modifier. You may want to read the page from the novel again to help you form your corrected sentences. Note: You will not be copying a sentence from the novel.

4. Recognizing the object pointed at him, Jen’s dad held a gun up to Luke. (p.125)

________________________________________________________________________

5. Circling around behind Luke, the computer was turned off. (p. 125-126)

________________________________________________________________________

6. Sounding so accusatory, Luke couldn’t figure out why he was. (p. 127)

________________________________________________________________________

7. Being a government official, they gave Jen’s dad her body. (p. 128)

________________________________________________________________________

8. Knowing the chat room exists, Luke might now be in danger of being found out. (p. 130)

________________________________________________________________________

9. Seeing his only opening, Jen’s dad had his gun wrestled away from him. (p. 132)

________________________________________________________________________

10. Having given Jen books and articles that contained slanted information, she never learned the truth. (p. 134)

________________________________________________________________________
### Among the Hidden

**Chapters 29-30**

**Note-Taking and Summarizing**

*Directions:* For Chapters 29-30, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences!

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<tr>
<td>29</td>
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<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read and taken notes on Chapters 29-30, make a prediction about what you believe will happen in the next book in the series, *Among the Imposters*.

My Prediction: ____________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

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Name ____________________________________________ Period ________________

Among the Hidden

Chapters 29-30
Comprehension and Analysis

Chapter Twenty-Nine

1. Paraphrase what Jen’s dad did to try to throw off the Population Police. ______________

2. What did Jen’s dad say to the Population Police about his “sting operation”? __________

3. Do you believe there was a “commendation ceremony,” where Jen’s dad was rewarded for the disposal of forty illegals? Explain. ________________

4. While all this was happening, what was Luke doing? ________________

5. Luke was hoping that before the Population Police would kill him that he could tell his parents he loved them. But that would have been impossible, even if they granted him permission. Why? ________________

6. Why wasn’t Luke allowed to say anything, even after the Population Police had left? ________________

7. What did he mean, “House bugged now”? ________________
Name ____________________________________________ Period ________________

8. Why did Jen’s dad tell Luke, “…they have it in for me.” _______________________________


10. How could Luke change things if he wanted to? ______________________________

Chapter Thirty

1. Who is Lee Grant? ______________________________

2. Who was the real Lee Grant? ______________________________

3. Where was Luke going to go and what did they tell everyone there about him? ______

4. Why was it so important to Luke to leave and start a new life? ______________________________

5. How did Luke’s mom fill her last days with him? ______________________________

this boy’s arrival immediately. From what I hear, the Grants were worried sick…?” ______
Among the Hidden
Chapters 29-30
Literature Focus: Elements of Plot and Conflict

Plot is the related series of events that make up a story. In other words, plot is the action that makes up a story. There are several parts of a plot:

- **exposition**—the beginning of the story that gives background information on characters and previous action
- **rising action**—the beginning of the action that will lead to a high point in the story
- **climax**—the turning point of the story; the part of the story in which the protagonist reaches an emotional high point or a peak in power
- **falling action**—the action that occurs after the climax, before everything is wrapped up in the story
- **resolution**—the ending of the story; the point when all loose ends are tied up

By the end of the novel, all the conflicts have been presented, leading to the climax of the novel, which begins to develop in Chapter 25.

**Directions:** Below are important events in the plot of *Among the Hidden*. First, arrange the events in chronological order (the order in which they occurred.) Then on the lines that follow each example, identify the element of the plot for the statement. Note: When identifying exposition, rising action, etc., parts of the plot can be used more than once. (The first two events have been done for you.) You may refer to the novel if you need help.


2. _______ B. “The Government” tells Father he can no longer raise hogs on the farm.

3. _______ C. Jen is killed at the Rally.

4. _______ D. Luke is told that it is no longer safe for him to eat in the kitchen, so they remove his chair and tell him to eat on the stairs.

5. _______ E. Luke goes back to Jen’s house and her Dad pulls a gun on him.

6. _______ F. Luke sees a child’s face in the window of a house where two boys live.

7. _______ G. Jen spends the day shopping with her mother.

8. _______ H. Jen’s screen door is locked so Luke rips it open and goes inside.
Within the plot, there is also conflict. Conflict is a struggle between opposing forces, and can be between man and his conscience, man and another man (or woman), or man against nature, such as weather.

**Directions:** Discuss the conflicts presented in *Among the Hidden* in a thoughtful one-paragraph (4-6 sentence) response.

**After you have discussed your answer, underline what you think is the main conflict of the novel.**
Among the Hidden

Chapters 29-30

Literature Focus: Interpreting Figurative Meanings

The literal meaning of a word is its actual dictionary definition. The words that are used mean just what they say. The figurative meaning of a word is usually more creative. When a writer uses figurative language in his writing, his meaning is often something much different from the dictionary definition of the words.

Four types of figurative language are similes, metaphors, personification, and idioms.

- **simile**—comparison of two items using the words like or as:
  
  ex. Jen’s dad was sly like a fox.

- **metaphor**—a comparison of two items without using the words like or as:
  
  ex. Jen’s dad was a sly fox.

- **personification**—giving human qualities to animals or something not human:
  
  ex. The alarm sang a frightening tune before Luke finally found its buttons.

- **idioms**—expressions that are imaginative that would not be understood if taken literally:
  
  ex. It was raining cats and dogs.

**Directions**: Read each of the following sentences. For each sentence, decide whether the figurative language used is simile, metaphor, personification, or idiom. Underline the words in the sentence that helped you make your decision.

1. ________________ Before Luke had a chance to move, Jen’s dad, an automaton, had picked him up and hurled him into a closet.

2. ________________ The clothes in the closet felt like piles of hair.

3. ________________ The escalating pound, pound, pound, pound and explosion the front door made interrupted the peaceful silence of Jen’s home.

4. ________________ If Luke had been one of the Population Police, Jen’s dad would have scared him to pieces.

5. ________________ Luke’s heart was beating like a drum; he was sure the Population Police could hear him.

6. ________________ My goose probably cooked now—I didn’t file that memo.

7. ________________ Luke felt like a failure; he didn’t know how he could possibly decide whether to get a fake ID or not.

8. ________________ The words Luke saw on the paper were just blobs of ink.

9. ________________ Tears crept slowly down from Luke’s mother’s eyes, as she said goodbye to her baby boy.

10. ________________ Fear gnawed at his stomach, yet he felt a quiet thrill.
Across
1. pleadingly
7. skeptically
9. machines used in farming
11. enthusiasm
12. forbidden activities
14. housing
17. shamefaced
18. capable
20. with determination
22. mocked; jeered
24. gruff; rude
26. wobbling
27. equipment
28. hesitantly
29. enjoyed fully

Down
2. stunned; shocked
3. very high
4. swerved in motion
5. blackmail
6. argued against
8. occasionally
10. attracted by an enticing appearance
13. nervous; jittery
15. ridiculed
16. sheltering
19. ability to read minds
21. safe haven
23. immaculate
24. disorder
25. massive; gigantic

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Among the Hidden
Vocabulary Review Chapters 16-30

ACROSS
1 controlled
3 pains
6 implying blame
7 extermination of an ethnic group
11 grief; sorrow
12 expression of pain or disgust
13 overthrow of the government
14 influence
15 taken by force
16 lack of feeling
17 judgment; ruling
18 fanatically
19 long periods without rain
20 gentlemanliness
22 subversion; effort to defeat a cause
23 exhaustion
26 complete destruction
27 overwhelmed; traumatized

DOWN
2 discouraging; intimidating
4 member of a small band gathered to harass the enemy
5 witty conversation
8 free of obligation
9 widespread food shortage
10 insane; crazy
14 aware
15 skimpy; thinly scattered
18 fanatically
19 long periods without rain
21 mocking; scornful
23 exhaustion
24 buy off; pay off
25 bothered